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ABSTRACT

This paper reports on a collaborative effort to achieve the following objectives: (1) identify attitudes, knowledge, and skills teachers need to educate effectively all students in a culturally diverse classroom; (2) develop models of preservice and inservice education that will provide education and socialization necessary for effective education of multicultural student populations; and (3) identify the systemic issues that must be addressed to implement the models successfully. Project participants (all in North Carolina) were the School of Education at East Carolina University, Barton College, Elizabeth City State University, the Northeast Technical Assistance Center, the Pitt County Schools, and the Bertie County Schools. The knowledge (personal/cultural, mainstream academic, transformative, and school knowledge) needed to prepare teachers for diverse classrooms is discussed, along with models for preservice and inservice teacher education. The multicultural components of the Model Clinical Teaching Program (MCTP) at East Carolina University are examined as the basis of a preservice model to prepare teachers using inservice teachers to create curriculum modules to help prepare preservice teachers for culturally diverse classrooms. The project was successful in that it achieved the three objectives; however, the level of collaboration among the participants that was originally anticipated did not occur. Appendices, which comprise two-thirds of the document, include: competency goals for the MCTP; course outlines and bibliographies for the two graduate courses; introspective guidelines; multiculturalism evaluation survey form; and a simulation exercise. (Contains 22 references.) (ND)

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Preparing Teachers for Diverse Classrooms: A Report on an Action Research Project

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Issues in Teacher Education: Bridging Parents, Schools, and Communties for a Diverse Community of Learners

June 28, 1996
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The North Carolina Professional Practices Commission in its 1992 report to the North Carolina State Board of Education, A time for understanding and action: Preparing teachers for cultural diversity, emphasized three areas:

1. What attitudes, knowledge, and skills are necessary for teachers to meet the needs of multicultural student populations;
2. How can teachers acquire the necessary attitudes, knowledge, and skills; and
3. What will insure that teachers acquire the necessary attitudes, knowledge, and skills?

For several years the School of Education of East Carolina University has been working in these three areas. The School of Education at East Carolina University, Barton College, Elizabeth City State University, the Northeast Technical Assistance Center, the Pitt County Schools, and the Bertie County Schools collaborated in the development of models and strategies for the pre-service and the in-service education and socialization of teachers and in the planned change of the organizational cultures of our schools with support from SDPI.

Project Objectives

The project participants focused on three objectives:

1. To identify attitudes, knowledge, and skills that are necessary for teachers to educate effectively all students in a culturally diverse classroom for productive lives in the twenty-first century.

2. To develop a model of preservice education that will provide education and socialization necessary for effective education of multicultural student populations and to identify the systemic issues that must be addressed to implement successfully the pre-service education model.

3. To develop a model of in-service education that will provide education and socialization necessary for effective education of multicultural student populations and to identify systemic issues that must be addressed to implement successfully the in-service education model.

Project Strategies

The general strategy for the project was to build and strengthen collaborative relationships among faculty, graduate students, and teachers to address needs and objectives, which the collaborators had identified. We emphasized data-based decision making and the production of products and tools that would enable effective instruction. We tried to establish double-loop learning (Argyris & Schon, 1974) among the project collaborators. Double-loop learning attempts to create situations "in which the basic assumptions behind ideas or policies are confronted, in which hypotheses are tested publicly, and in which the processes are disconfirmable, not self-sealing" (Argyris, 1983, pp. 103-104).

> The end result should be increases in the effectiveness of decision making, in the monitoring of decisions and policies, and in the probability that errors and failures will be communicated openly and that actors will learn from the feedback. (Argyris, 1983, p. 104)

Project participants worked on two concurrent areas the prepearation of pre-service teaccers and the growth and development on teachers and leaders who are already in the schools. As we explored the literature related to these areas an important concept emerged. Human beings generally have a strong commitment to the status quo. Schon (1971) calls it a desire for the stable state.

> Belief in the stable state is belief in the unchangeability, the constancy of central aspects of our lives, or belief that we can attain such a constancy. Belief in the stable state is strong and deep in us. We institutionalize it in every social domain. We do this in spite of our talk about change and our approval of dynamism. (Schon, 1971, p. 1)

Most organizations develop a culture that tries to protect the stable state in organizational members, i.e., protect them from information overload and uncertainty (Schein, 1985; Schon, 1971). Yet the rapid rate of change in most societies suggests that the reality of the stable state will be lost to most people (Schon, 1971). If an organization's culture, structure, and procedures do not adapt to meet changing needs, the organization will become ineffective (Schein, 1985). The culture, structure, and procedures of many public schools and teacher education progams have not adapted to meet changing needs (North Carolina State Board of Education, 1992).

Project Outcomes

The project was successful in that it achieved the three specified objectives. However, one of the limitations of the project was that we did not achieve the level of colaboration that was originally planned all the school systems, the regional center, and

the universities. The Northeast Regional Center, which was a necessary element for close collaboration, was phased out during the project. The school systems that continued their collaboration were the ones that received the most attention from the university faculty members. However, all the university faculty had to take on addional responsibilires at their universities. The inference that we make from these events is that success that we have on some important initiatives is a function of the collaborative resources that we commit to them. Although unforeseen obstacles did develop, the project did achieve the planned objectives.

Identify Necessary Attitudes, Knowledge, and Skills

The research literature provided ample information for objective that addressed necessary attitudes, knowledge, and skill. Schlosser (1992) emphasized the importance of how teachers treated students. The most effective teachers are those who demonstrate that they understand the culture of their students, who understand the developmental stages and needs of their students, and whose students believe them to be caring human beings. Ogbu (1982, 1983, 1992) pointed out the personal knowledge of some students is in conflict with school knowledge, i.e., the assumptions, norms, and beliefs that students may bring to school may conflict with the norms of the school. Banks (1993) discussed the various types of knowledge that actually guides behavior in school (see Table 1). Our pre-service and in-service education programs must address personal/cultural, mainstream academic, transformative, and school knowledge to prepare teachers for diverse classrooms. One of the necessary conditions for this process is

engagement in reflective practice (Dewey, 1904, 1910; Schon, 1983). The idea of involving the learner and the learner's own experience in the learner's education and growth has a long history in education. It can be a very effective process. The project

Table 1

Types of Knowledge

Knowledge Type	Definition
Personal/cultural	The concepts, explanations, and interpretations that administrators, faculty, and students derive from personal experiences in their homes, families, and community cultures.
Popular	The facts, concepts, explanations, and interpretations that are institutionalized in the mass media and other cultural institutions.
Mainstream academic	The concepts, paradigms, theories, and explanations that constitute traditional Eurocentric knowledge in history, the behavioral sciences, and the social sciences.
Transformative academic	The concepts, paradigms, theories, and explanations that constitute a broader, more inclusive perspective in history, the behavioral sciences, and the social sciences.
School	The concepts, paradigms, theories, and explanations that are presented in teacher's guides, other media forms, and lectures by teachers.

(Banks, 1993)

team used this concept in pre-service and in-service education.

Preservice Education Model

A Cherokee legend tells of the educational exploits of three animals whose different academic needs baffle local school officials. The school administrators, though well meaning, fail miserably in their efforts to provide successful learning opportunities for these students whose needs are as diverse as the passsengers on Noah's Ark.

The legend, while aged, provides a moral applicable to our present system of education. Diverse students require diversity in teaching methods, styles and materials. America's students are becoming increasingly multicultural at the same time, teachers are becoming more monocultural. How do educators address this phenomenon of cultural diversity and effectively facilitate instruction for all students?

Numbers tell the story. It is estimated that by the year 2010, 62,644,000 children will attend American public schools. 38% of whom will be classified as minorities. Ten years later in 2020 students of color are predicted to make up nearly half of the nation's student population (Hodgkinson, 1989). The 1990 census shows that one out four persons living in the United States is a person of color. By the turn of the century, one out of every three American citizens will be a person of color. While the percentage of school children of color is increasing the percentage of teachers of color is decreasing steadily (Mosher & Sia, 1993). Analysis of the teacher education population reveals an enrollment that is 92% white and 85% middle class (Hinchey, 1994). Typically, the

average American teacher is a white woman, approaching her fortieth birthday, who is married and the mother of two children (Dana, 1991). The demographic differences between typical in-service and pre-service teachers and the culturally and economically diverse students they are assigned to teach make a multicultural teacher preparation a necessity if effective teaching is to become a reality.

A model teacher education program seeks transformation. The purpose of this part of the project was to evaluate the multicultural components of a model teacher education curriculum, to use that evaluation to suggest a preservice model to prepare teachers for diverse classrooms, and to utilize in-service teachers to create curriculum modules that will help to prepare preservice teachers for culturally diverse classrooms.

The Model Clinical Teaching Progam, School of Education, East Carolina University (ECU) was the object of the evaluation. The Model Clinical Teaching Program (MCTP), an innovative model of teacher preparation, allows senior elementary education majors to choose between a year-long collaborative experience and the traditional student teacher training. Although, it offers a curriculum congruent to the traditional student teaching program, the MCTP's avenue of instructional delivery is quite different (MCTP, 1993). MCTP interns are assigned clinical teachers, visit their assigned schools and make plans with their assigned clinical teachers before the public school year begins. The mentorship element of the program allows the providers (SOE faculty, program director, clinical teachers, and school administrators) to prepare a cocoon of instruction for the interns.

MCTP faculty supply interns with instructional support from available knowledge bases wherein lies the wellspring of the cultural diversity deficit. Results of faculty (SOE and clinical teachers) interviews and surveys indicate a lack of multicultural training and knowledge. A case study analysis of the MCTP written, taught, supported, and learned curricula produced a well, that for purposes of multicultural education, was bone dry. Classroom observations of the interns' methods classes demonstrated little measurable transfer of multicultural concepts. Two administrations of *The Beliefs About Diversity Scale*, an instrument designed to measure professional and personal beliefs about diversity, substantiated the failure of the MCTP's curriculum to provide multicultural teacher education for its preservice teachers.

An exasperated MCTP intern is quoted as saying, "I know that I am culturally illiterate. Now , what do I do about it?" The MCTP director responded by participating in a grant project funded, in part, by the North Carolina Department of Public Instruction (NCDPI). One objective of the preservice component of the project was to create a series of curriculum modules, resource guides and materials to assist in the preparation of preservice teachers for culturally diverse classrooms.

Invited to work on the project with the director were five clinical teachers, one in-service teacher (former MCTP intern), an undergraduate assistant, and a graduate research assistant. Teachers began their work with staff development activities focusing on knowledge bases for cultural diversity in teacher education and learning styles research. Jointly, these educators created a series of curriculum modules that not only incorporated multicultural themes but also followed competency goals from the North

Carolina Standard Course of Study (see Appendix A). An equally important facet, are the learning activities designed to follow the 4MAT learning style quadrants. Field testing will begin with the Fall 1996 MCTP cohort.

Setting the Stage for Change

Data collected during this study support a need to restructure teacher education programs to include knowledge bases for cultural diversity. The National Council for Accreditation of Teacher Education (NCATE, 1994) has included references to diversity and multicultural education in its accreditation standards for curriculum, field experiences, instruction, students, faculty, and professional education. Obviously, a quality teacher preparation program cannot meet NCATE standards through an occasional brainstorming session or by periodically inviting speakers to address student teachers on issues of diversity. According to Grant (1994), workshops on multicultural education offer some benefit for preservice students but, they are not adequate for preparing students to teach in diverse classrooms. Preservice teachers need to be placed with clinical teachers who possess a strong background in multicultural education, who know how culture impacts learning, and who employ a variety of teaching techniques in their classroom to benefit diverse learners. Preservice multicultural education should take many forms: readings, practicum experiences in multicultural settings, clinical experiences in schools where diversity abound, and living in multicultural communities.

It is not a difficult proposition to make any school or educational setting multicultural. Practically all American schools are already multicultural since White

students, Black students, and Brown students are socialized within diverse cultures each calls his own . Teachers are called to think of schools as possessing a dominant culture that also house a variety of microcultures. These microcultures, though often repressed, can be resurrected and shared for the benefit and enrichment of all students and teachers (Banks, 1993a).

Teacher educators hold the key. Restructuring teacher education programs to include an infusion of the philosophical tenets of multicultural education must first began with teacher education faculty willingly participating in cultural therapy. Cultural therapy is a process of bringing one's own culture, i.e. assumptions, goals, values, beliefs, and communicative modes, to a level of awareness that permits one to perceive it as a potential bias in social interaction and in the acquisition or transmission of skills and knowledge (Spindler & Spindler, 1993). Teachers will be able to serve as models for teaching to diversity. Both teachers and students will benefit from the transformation. This model was based primarily on the research of Etzioni (1993), Gay (1995), and Ladson-Billings (1994). Etzioni (1993) argued that multiculural education can create a population that is culturally pluralistic yet united toward common goals. He called this concept "pluralism-with-unity" (p. 152). The pre-service curriculum must contain the curriculm content that gives teachers the knowledge to teach a multicultural curriculum to all students. Gay (1995) and Ladson-Billings (1994, 1995) pointed out that the teacher education curriculum must develop a theoretical and practical link between culturally relevant pedagogy and the academic success of diverse students. Munn (1996) made these suggestions:

Teacher education faculty should plan to:

1. Integrate diversity education in all aspects of teacher education curriculum, written, taught, supported, and learned.

2. Provide pre-service teachers with practicum experiences that provide an opportunity to apply diversity education and training.

3. Include appropriate instruction in diversity for all teacher education faculty.

4. Develop a systematic evaluation of the impact of the innovation on the learned curriculum. (p. 86)

In-service Education Model

This model was based primarily on the work of Banks (1993b), Bennett (1990), Comer (1988), Sleeter (1992), and Ogbu (1982, 1983, 1992). Banks (1993b) and Bennett (1990) provided the working definition for multicultural education. Comer (1988) contributed the concept of collaborative effort within the school and between the school and the community. Sleeter's (1992) work emphasized the importance of restructuring the culture and process of the school. Ogbu (1982, 1983, 1992) provided the prism through which the project team examined minority status and schooling. As result of the project, East Carolina University School of Education has institutionalized the model in two graduate courses: LEED 6806, Managing Organizational Change (see Appendix B) and LEED 7460, School and Community Cultures (see Appendix C). The first course is required in the Masters in School Administration Program and is designed to prepares teachers for system thinking. The second course focuses on the issues of diversity in

more detail. The first activity in the course is a reflection exercise (see Appendix D). Students who participate in the course use their own schools as clinical sites and collect data from their colleagues in their organization (see Appendix E).

The products produced in LEED 7460 have been good. The participants have designed action plans that they have implemented in their school systems and they have developed multicultural lessons that address North Carolina's Standard Course of Study.

Implications

W. E. B. DuBois (1903/1989) stated in the *Souls of Black Folk* that the problem of the 20th century is the problem of the color-line. The rising tide of race-based violence (Klanwatch Project, 1996) suggests that the problem of the color-line has not been resolved in this century and will be a major challenge of the 21st century. The success of the project, Preparing Teachers for Diverse Classrooms, indicates that it is possible in North Carolina to prepare teachers for diverse classrooms and help meet the challenge of the color-line. Does North Carolina have the political will to make it happen?

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Appendix A

Competency Goals from North Carolina Standard Course of Study

for ECU Model Clinical Instructional Modules

1. The learners will infer that individuals, families, and communities are and have been alike and different.

2. The learners will analyze the multiple roles that individuals perform in families, workplaces, and communities.

3. The learners will analyze the religious and other cultural tradutions in a variety of communities.

Appendix B

LEED 6806 MANAGING ORGANIZATIONAL CHANGE, SPRING 1996

Professor: Edwin D. Bell Office: 102C Speight
Telephone: 919-328-6862 Office Hours: M & W 2-5 pm

Required Texts:

Ashbaugh, C.R. & Kasten, K.L. (1991). Educational Leadership: Case studies for reflective practice. New York: Longman.

Fullan, M.G. & Siegelbauer, S. (1991). The new meaning of educational change (2nd ed.). New York: Teachers College Press.

Recommended Text:

Osterman, K. F. & Kottman, R. B. (1993). Reflective practice for educators: Improving schooling through professional development. Newbury Park, CA: Corwin Press

Course Objectives:

Develop an understanding of educational organizations as open, sociotechnical systems--with a special emphasis on the relationships among the subsystems.

Develop an understanding of the forces that operate within an open system to hinder and facilitate organizational development and change.

Develop an understanding of some of the strategies and techniques that have been used in efforts to manage planned change.

Competencies:

Conduct a diagnosis of an educational organizational that includes organizational culture, instructional climate, and readiness for change.

Design and select feedback mechanisms to monitor and assess the implementation of a school improvement plan.

Conceptualize and write a planned change initiative for an individual school. The plan will include strategies for diagnosis, implementation, and evaluation.

Instructional Strategies:

The course will involve lectures, discussions, case study analysis, clinical observations in schools, reflective writing--students will keep a log of their experiences, oral, and written presentations.

Clinical Assignments:

Students will conduct an organizational diagnosis at their clinical site and design feedback mechanisms to assess the school improvement plan of their clinical site.

Assessment of Student Learning:

Critiques of case study analyses, organizational diagnoses, assessment strategies for school improvement plans, oral briefings on actions plans, and written presentations of action plans will provide the formative and summative assessment of student learning.

Course Schedule:

1. Review of syllabus; total and small group discussion on the relationships among the planing process, open systems theory, and total quality education.

2. Discussion of the process of planned change and the concept of organized anarchy--Fullan & Siegelbauer chs. 1-6, 16.

3. Discussion of the variables involved in change at the building and system level--Fullan & Siegelbauer chs. 7-12.

4. Presentation and discussion of case studies--Ashbaugh & Kasten chs. 1-3.

5. Presentation and discussion of case studies-Ashbaugh & Kasten chs 4-6.

6. Presentation and discussion of case studies-Ashbaugh & Kasten ch. 7.

7. Presentation and discussions of interviews conducted with working school administrators who have attempted planned change.

8. Presentation and discussion of organizational diagnosis.

9. Presentation and discussion of the feedback mechanisms that have been designed to facilitate the implementation of a particular building's school improvement plan.

10. Discussion with consultants from the Northeast Technical Assistance Center.

11. Presentation of the first draft of the planned change initiatives.

12. Discussion of planned change initiatives.

13. Formal oral briefings on the planned change initiative-videotaped.

14. Formal oral briefings on the planned change initiative-videotaped.

15. Discussion of videotaped presentations-final draft of planned change initiative is due.

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Yukl, G. A. (1994). Leaderdership in organizations (3rd. ed.). Englewood Cliffs, NJ: Prentice Hall.

Appendix C

COURSE # and NAME: LEED 7460 School and Community Cultures

Instructor E. D. Bell
Offices: 102C Speight
Office Hrs: Monday & Tuesday 2:00-4:30 pm
Telephone: 919-328-1119

Catalogue Description:

This course is designed for school leaders who are interested in improving their schools for the culturally diverse populations that they serve. This course will explore the administrator's role as a change agent supportive of teachers' efforts in meeting students' culturally different needs.

Instructional Strategies:

Case studies, simulations, lectures, discussions, and writing.

Evaluation:

Class discussion, simulation responses, lesson plan and presentation, and written action plan.

TEXTBOOKS/READINGS:

Required--

Banks, J. A. (1993, June). The canon debate, knowledge construction and multicultural education. Educational Researcher, 22(5), 4-14.

Bowman, B. (1994). Cultural diversity and academic achievement. Oak Park, IL: North Central Regional Educational Laboratory.

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Sleeter, C. E. & Grant, C. H. (1994). Making choices for multicultural education: five approaches to race class and gender, 2nd edition. New York: Merrill.

Spring, J. (1994). Deculturalization and the struggle for equality. New York: McGraw-Hill.

LEED 7460 OBJECTIVES:

The student will be able to

1. Discuss the impact of culture on social and organizational interaction.

2. Identify and analyze individual and cultural differences that affect teaching and learning.

3. Identify and evaluate instructional concepts and strategies for multicultural classrooms.

4. Identify and assess the elements of organizational culture.

The student will be able to

1. Develop and implement a lesson plan with multicultura strategies.

2. Diagnose the organizational culture of a school.

3. Develop and implement an action plan to modify the culture of a school.

LEED 7460 COURSE SCHEDULE & READING ASSIGNMENTS

May 14	5:00-8:45 pm--discuss syllabus, discuss phase one of the simulation, organizational assessment, and reflection exercise.
Mtg 2	Minority Status & Schooling Lecture/ Organizational culture
Mtg 3	Spring Ch. 1-5/discussion
Mtg 4	Banks, Bowman, Gay, Lee, NCREL, Ogbu, and Sleeter & Grant reading due; presentation discussion of Phase one Discussion of organizational assessment instrument and its result; discussion of 4MAT
Mtg 5	Group work sessions on phase two and action plans
Mtg 6	Group work sessions on phase two and action plans
Mtg 7	Group work sessions on multicultural lesson or staff development lesson
Mtg 8	Group work sessions on multicultural lesson of staff development lesson
Mtg 9	Presentations of multicultural lessons/Presentation of Phase two of simulation
Mtg 10	Presentations of multicultural lessons/Presentation of Phase two of simulation

OUTLINE OF ACTION PLAN

I. Introduction

   A. Purpose

   B. Rationale

II. Background

   A. Recent history of the organization that is relevant to the purpose of the action plan.

   B. Current culture of the organization--look at the culture of the adults and the culture of the students.

      1. Assumptions about community, school, and students

      2. Norms of behavior for interactions with administrators, community, parents, teachers, and students

      3. Values which guide the behavior of administrators, students, and teachers.

III. Desired outcomes of the action plan

   A. Objectives

   B. Strategies

   C. Resources

   D. Timetable

IV. Strategy for the evaluation of the objectives and unintended consequences

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Appendix D

INTROSPECTION GUIDELINES

1. Where were you born and what difference has that location made in your life?

2. What language(s) or dialect(s) were spoken in your home and how did they affect you?

3. Where did you grow up, what was your neighborhood like, and what affect have they had on your assumptions, perceptions, values?

4. What is your ethnic or racial heritage and what impact has it had on your life?

5. Was religion important during your upbringing? If yes How?

6. Who makes up your family and how do they affect your life?

7. What traditions are important to your family have?

8. What values are important to your family dear?

9. How do members of your family relate to each other?

10. How is love expressed?

11. How is your culture expressed in your family?

12. How does your cultural heritage influence how you perceive and understand others?

13. What are your values and beliefs and how do they affect your behavior toward children?

14. What is your definition of normal?

15. How do you think about differences in children, i.e., are some differences actually deficiencies? If yes, which ones?

Source: Hidalgo, N.M. (1993). Multicultural teacher introspection. In. T. Perry & J.W. Fraser (eds.). Freedom's plow: Teaching in the multicultural classroom. New York: Routledge.

Appendix E

Evaluating Multiculturalism in Your Organization

Directions for using this rating scale:
Circle "NA" if the answer to the question is "not at all.". Circle "1" if the answer is "yes but very little." Circle "5" if the answer is "yes, that aspect of our program is outstanding." If the response is somewhere between "NA" and "5", circle the appropriate number. Add the scores for the 20 questions ("NA" = 0 points. The total will give you a rough estimate of your multicultural program. The maximum number of possible points is 100.

---

1. Is information about U.S. ethnic and racial groups and women included in all courses in the school, including social studies, English, physical education, home economics, and science?

   NA 1 2 3 4 5

2. Is there a procedure for evaluating the treatment of ethnic groups and women in textbooks before they are adopted for use in the school?

   NA 1 2 3 4 5

3. Are there pictures of members of minority groups and women in the classrooms and halls of the school?

   NA 1 2 3 4 5

4. Do the calendars in the school include information about the various ethnic and religious holidays and outstanding men and women of ethnic origin?

   NA 1 2 3 4 5

5. Do the foods served in the cafeteria reflect the ethnic diversity of American life?

   NA 1 2 3 4 5

6. Do school assemblies and plays represent the ethnic diversity of American life?

   NA 1 2 3 4 5

7. Do teachers and administrators participate in workshops where they can acquire content about American ethnic groups, women, and ways to teach about them?

NA 1 2 3 4 5

8. Does the school have a professional library for teachers and administrators that includes books about American ethnic groups, women, and ways to teach about them?

NA 1 2 3 4 5

9. Does the School's media center include ample numbers of books and other media about American ethnic groups and women for all grade levels?

NA 1 2 3 4 5

10. Does the School's media center subscribe to ethnic magazines such as Ebony, Indian Historian, Amerasia Journal, Hispanic, and El Grito?

NA 1 2 3 4 5

11. Is there, or has thee been a curriculum committee created to devise ways to integrate the entire school curriculum with ethnic content and information about women?

NA 1 2 3 4 5

12. Are individuals from various ethnic organizations within the community frequently invited to speak to classes and school assemblies?

NA 1 2 3 4 5

13. Does the school offer elective courses in ethnic studies?

NA 1 2 3 4 5

14. Do school holidays and celebrations reflect the ethnic diversity of American life?

NA 1 2 3 4 5

15. Do bulletin boards and other displays reflect the ethnic diversity of American life?

NA 1 2 3 4 5

16. Does the school district have an ample supply of films, videotapes, records, and other multimedia resources on American ethnic groups and women?

NA 1 2 3 4 5

17. Has the school (or the school district) developed and implemented policy and procedures to hire staff members who represent a range of racial and ethnic groups?

NA 1 2 3 4 5

18. Do teachers and administrators participate in workshops where they can learn how to teach effectively to diverse learning styles?

NA 1 2 3 4 5

19. Does the school the school involve representatives of its diverse constituents in the discussion of its mission, goals, and governance?

NA 1 2 3 4 5

20. Do teachers and administrators participate in workshops where they can learn to teach effectively students from diverse ethnic, racial, and cultural backgrounds?

NA 1 2 3 4 5

Total School Score _____

Recommended Actions:

_____

_____

_____

_____

_____

_____

_____

Appendix F

Institute for Multicultural Education and Change
Iterative Simulation

This is a two stage simulation. You are a member of the leadership team of a hypothetical public school in eastern North Carolina. You are to use the course reading materials and your own experience to develop an alternative for the leadership team to implement. You must explain the rationale for your alternative and predict the responses of various interest groups. Use you own organization as a model for the interest groups. You will turn in your written response to phase one and receive phase two on May 28, 1996.

Phase One

You are part of the leadership team of a public school in eastern North Carolina. Your school has a growing percentage of African-American students. As part of your organization's effort to implement the new State policy, The ABC's of Education, the team has conducted an analysis of student grades by race and sex. The analysis indicates that a disproportionate number of African-American male students are below mastery level. There is also some correlation among student failure and the race and sex of the teacher and the student. This issue is on the agenda for the next meeting of the leadership team. The team must address this issue in the plan that the must must develop in collaboration with the community. What do you do?

Phase Two

You have implemented your plan for phase one, but you are receiving diverse reactions from various elements of the teaching faculty and the community. The teacher's have been discussing Herrnstein and Murray's book, the Bell Curve. They argue that given the race and poverty of many of their students, it is a waste of time and resources to try to improve those students' academic performance. The teachers point out that they can not possibly change the peer pressure against academic success. They add that many of the parents are struggling to survive. These parents do not have the ability or the emotional energy to help their children in school.

There is general resistance to the idea of multicultural education and efforts to improve the self-esteem of minority students. The teachers point out that they already have too much to cover. How can they be expected to add multicultural education for minority students. Also, they argue that self-esteem should be earned by performance. In addition, a vocal group of experienced teachers argue against any attempt at heterogenous grouping, they state that this will drag down the talented students whom they have been preparing for college. Finally, another group of teachers point out that the county commissioners are not likely to provide the necessary funds to reduce class size.

In the local community there is growing support for schools of choice. A number of parents want more flexibility in choosing where they send their children to school or they want to establish charter schools. A number of parents in the African-American and Hispanic communities are beginning to say that White teachers either can not or do not choose to provide quality education for poor children of color. A number of parents in the White community are discussing school choice and charter schools because they believe this will make their children safe. Separate schools are becoming attractive to many groups in the community.
Finally, there is a well organized group conservative group that opposes the use of collaborative education in schools. They argue that this instructional strategy undermines traditional American values.

Given these responses to your plans, what do you do? Also address the why, how, and when.

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